

Ewing High School

District: EWING TWP

County: MERCER

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 211430050

Annual School Planning 2023-2024

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Parent/Guardian	Shannon Muntone	Yes	Yes	Yes		
Community Member	Jennifer Hanlin	Yes	Yes	Yes		
Student Representative	Isabelle Hanlin	Yes	Yes	Yes		
Assistant Principal	Shalieka Jarrett	Yes	Yes	Yes		
Assistant Principal	Michael Colonna	Yes	Yes	Yes		
Dave Hauserman	Special Education Supervisor	Yes	Yes	Yes		
Donald Wahlers	STEM Supervisor	Yes	Yes	Yes		
Sara Graja	ELA Supervisor	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
David Sheffel	Dean of Students	Yes	Yes	Yes		
David Waseleski	Dean of Students	Yes	Yes	Yes		
Michael Mattle	CST/Social Worker	Yes	Yes	Yes		
Nicole Bailey-Williams	English Teacher	Yes	Yes	Yes		
John Kocubinski	Culinary Arts Teacher	No	No	No		
Maria Gonzales	ESL Teacher	No	No	No		
Barbara Dennis-Garcia	Special Education Teacher	No	No	No		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
10/20/2022	Prior Year Evaluation	Yes	Yes
12/06/2022	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
02/21/2023	Priority Performance Needs and Root Cause Analysis	Yes	No
04/20/2023	Smart Goal Development	Yes	No

Evaluation of Prior Year Interventions and Data Analysis

< Prior Year Interventions - NO DATA >

STUDENT ACHIEVEMENT				
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. Link to website with access to reports.			Students continue to not meet targeted areas.
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/			Students continue to not meet targeted areas.
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.		Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends																						
Benchmark Assessment Participation*	Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade	ELA																												
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4																								
		K	0%	0%	0%	0%																								
		1	0%	0%	0%	0%																								
		2	0%	0%	0%	0%																								
		3	0%	0%	0%	0%																								
		4	0%	0%	0%	0%																								
		5	0%	0%	0%	0%																								
		6	0%	0%	0%	0%																								
		7	0%	0%	0%	0%																								
		8	0%	0%	0%	0%																								
		9	0%	0%	0%	0%																								
		10	0%	0%	0%	0%																								
11	0%	0%	0%	0%																										

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) ELA Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
12	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) Math Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
12	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	12.5%		

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Enrollment*	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	0		
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	0.00%		
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Chronic Absenteeism (Students)*	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	0.00%		
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders	Student Suspension YTD Average - In School	0.00%		
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family			

COLLEGE & CAREER READINESS					
Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Graduation Cohort (HS ONLY) - Federal Graduation Rate	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)				
Post-Secondary Rates	% of students that enroll in post-secondary institution.				
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT	Test	% of Students in School		
		Participating in PSAT	33.7		
		Participating in SAT	43.7		
		Participating in ACT	2.5		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	252		
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC	221		
		% of students who scored 4 or 5 on the PARCC assessment	*		

EVALUATION INFORMATION				
Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
Learning Walks / Informal Classroom Observations	<ul style="list-style-type: none"> *Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs 			

< Other Indicators - NO DATA >

Process Questions and Growth and Reflection Tool

1. Describe how the school planning team will disseminate the results of the comprehensive needs assessment and ensure all relevant stakeholders, including stakeholders outside of the ASP school planning team, receive this information in a timely and understandable manner?

Information to parents will be distributed through multiple evening parent informational nights which will be scheduled on the district calendar. This nights include but are not limited to a Back to School Night each semester, Open House, and the multiple Counseling information meetings for parents: College Financial Aide Planning Night, Naviance Night, AP testing night, ESL family night, etc...

2. How will the school's parent and family engagement program help to address the priority needs identified in the comprehensive needs assessment?

We hope to increase ninth grade parent involvement in their child's education by involving them early in the high school careers by fostering a safe and welcoming environment, by strengthening the relationships and communication with parents.

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	2-Emerging		
	2	A	1-Not Addressed		
	3	A	1-Not Addressed		
	4	A	2-Emerging		
	5	A	2-Emerging		
Assessment	1	A	3-Developing		
	2	A	3-Developing		
	3	A	2-Emerging		
Professional Learning Community (PLC)	1	A	1-Not Addressed		
	2	A	2-Emerging		
	3	A	1-Not Addressed		
	4	A	1-Not Addressed		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing		
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
	6	A	3-Developing		
	7	A	3-Developing		
	8	A	2-Emerging		
	9	A	3-Developing		
	10	A	3-Developing		
	11	A	3-Developing		
	12	A	2-Emerging		
	13	A	3-Developing		
	14	A	2-Emerging		
Teacher and Principal Effectiveness	1	A	4-Sustaining		

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Effective Instruction	Increase the number of students who score proficient.	Students need more practice on foundationl skills so they can build academic self-esteem and perform quickly and accurately.	Black students Students with disabilities	1	Teachers will facilitate student collaboration and incorporate instructional strategies to stimulate and motivate students.
				2	Students will attend Summer Extended Learning Academy to gain credit for failed courses to keep them on track to graduate.
				3	Students will attend after school ELA and Math tutoring to improve their performance.
Social and Emotional Learning	Decrease the number of students who have received behavior infractions.	Students still have difficulties interacting with others due to multiple reasons.	Black students Students with disabilities	1	Incorporate PBSIS at the high school.
				2	Incorporate other positive recognition programs: student of the month, EHS Spotlight, etc...
				3	
No option for the fourth SMART Goal was selected on the Root Cause page.				1	
				2	
				3	



Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
No option for the fourth SMART Goal was selected on the Root Cause page.				1	
				2	
				3	

SMART Goal 1

a. Decrease the number of failures in English I and Algebra I (Ninth grade) by ten percent over the course of the 2023-2024 school year.

Increase the number of students who scored proficient on the NJSLA by ten percent.

Priority Performance Increase the number of students who score proficient.

Strategy 1: Teachers will facilitate student collaboration and incorporate instructional strategies to stimulate and motivate students.

Strategy 2: Students will attend Summer Extended Learning Academy to gain credit for failed courses to keep them on track to graduate.

Strategy 3: Students will attend after school ELA and Math tutoring to improve their performance.

Target Population: Black students
Students with disabilities

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Identify students in danger of failing for the first semester.	Progress reports, report cards, teacher recommendation, etc...
Feb 15	Increase attendance in after school tutoring programs.	Attendance logs
Apr 15:	Identify students in danger of failing for the second semester.	Progress reports, report cards, teacher recommendation, etc...

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	<p>a. Decrease the number of failures in English I and Algebra I (Ninth grade) by ten percent over the course of the 2023-2024 school year.</p> <p>Increase the number of students who scored proficient on the NJSLA by ten percent.</p>	Progress reports, report cards, teacher recommendation, etc...

< SMART Goal 1 - Action Steps: NO DATA >

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Salaries for after school tutoring	INSTRUCTION - Personnel Services - Salaries / 100-100	\$60,000	Federal Title I (Intervention Reserve)
2	Salaries for summer extended learning academy (credit recovery program)	INSTRUCTION - Personnel Services - Salaries / 100-100	\$30,000	Federal Title I (Intervention Reserve)
1	Professional Development for staff	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$15,000	Federal Title I (Intervention Reserve)
1	Professional Development	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$15,000	Federal Title I (Intervention Reserve)

SMART Goal 2

b. Decrease the number of behavior infractions by five percent over the course of the 2023-2024 school year for students in ninth grade.

Priority Performance Decrease the number of students who have received behavior infractions.

Strategy 1: Incorporate PBSIS at the high school.

Strategy 2: Incorporate other positive recognition programs: student of the month, EHS Spotlight, etc...

Strategy 3:

Target Population: Black students
 Students with disabilities

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15		
Feb 15		
Apr 15:		
Jul 1	b. Decrease the number of behavior infractions by five percent over the course of the 2023-2024 school year for students in ninth grade.	

< SMART Goal 2 - Action Steps: NO DATA >

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Stipend for staff member to coordinate	INSTRUCTION - Personnel Services - Salaries / 100-100	\$10,000	Federal Title I (Intervention Reserve)
1	Student recognition programs, incentives, etc...	INSTRUCTION - Supplies & Materials / 100-600	\$25,000	Federal Title I (Intervention Reserve)
1	Student recognition programs, incentives	INSTRUCTION - Supplies & Materials / 100-600	\$25,000	Federal Title I (Intervention Reserve)

SMART Goal 3

c.

Priority Performance

Strategy 1:

Strategy 2:

Strategy 3:

Target Population:

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15		
Feb 15		
Apr 15:		
Jul 1	c.	

< SMART Goal 3 - Action Steps: NO DATA >

< SMART Goal 3 - Budget Items: NO DATA >

SMART Goal 4

Priority Performance

Strategy 1:

Strategy 2:

Strategy 3:

Target Population:

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15		
Feb 15		
Apr 15:		
Jul 1		

< SMART Goal 4 - Action Steps: NO DATA >

< SMART Goal 4 - Budget Items: NO DATA >

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	\$0	\$100,000	\$0	\$0	\$0	\$0	\$0	\$0	\$100,000
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$30,000	\$0	\$0	\$0	\$0	\$0	\$0	\$30,000
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Supplies & Materials	100-600	\$0	\$50,000	\$0	\$0	\$0	\$0	\$0	\$0	\$50,000
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$180,000	\$0	\$0	\$0	\$0	\$0	\$0	\$180,000
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Travel	200-580	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Supplies & Materials	200-600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Other Objects	200-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Indirect Costs	200-860	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Buildings	400-720	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Instructional Equipment	400-731	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Noninstructional Equipment	400-732	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Schoolwide Blended	520-930	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
Total Cost			\$0	\$180,000	\$0	\$0	\$0	\$0	\$0	\$0	\$180,000

Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions)	Federal Title 1 (School Allocation) Total	Federal Title 1 (Reallocated Funds)	TOTAL
Included in SMART Goal Pages	\$180,000	\$0	\$0	\$180,000
Other Title 1 Expenditures	\$0	\$0	\$0	\$0
Total	\$180,000	\$0	\$0	\$180,000

School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. If applicable, the Comprehensive Data Analysis and Needs Assessment process was completed in collaboration, and with the concurrence of the assigned Regional Support Team (RST) member from the Office of Comprehensive Support. (Note: RSTs are assigned to LEAs with CII, CSI, or have at least three ATSI or TSI schools)	
x	The Annual School Plan includes at least three SMART goals with at least one area of focus being Effective Instruction. If my school was designated as CII, CSI, ATSI or TSI, the plan includes a fourth goal. All goals address the areas of priority performance needs identified during Comprehensive Needs Assessment process. The following SMART Goal areas, denoted by a checkmark, are included in this ASP.	
x		Effective Instruction
x		Social and Emotional Learning
x		No option for the fourth SMART Goal was selected on the Root Cause page.
x		No option for the fourth SMART Goal was selected on the Root Cause page.
x	For CII, CSI, ATSI and TSI Schools Only: The Annual School Plan includes evidence-based interventions to improve academic achievement for all students who are not yet performing on grade level, and all SIA funds will be used for evidence-based interventions that meet the strong, moderate or promising evidence tier as set forth in the Every Student Succeeds Act (ESSA).	
x	The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART Goal pages.	
x	This plan has been submitted for final review and approval by the District Business Administrator, Federal Programs Administrator, Chief School Administrator, and any other district personnel with responsibility for expenditures of federal funds to ensure all purchases and uses of funds (SIA, other Title I, other federal, and state/local) are reviewed and approved.	

Completed By: Edward Chmiel

Title: Principal

Date: 09/05/2023

District Business Administrator or District Federal Programs Administrator Certification

x	The Annual School Plan (ASP) has been reviewed by designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and 2 CFR Part 200.
x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

For Comprehensive Support and Targeted Support schools only:

	I certify I have completed and certified the required LEA Resource Equity Review.
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Certified By: Harry Louth
 Title: Director of grants
 Date: 09/05/2023

ASP District CSA Certification and Approval Page

< NO DATA >